Learning Contracts

Learning contracts are a written agreement between teacher and student. The contract helps students

to set daily and weekly work goals and helps teacher track progress. Contracts can contain both core and optional activities. They are opportunity for students to work independently or with a partner on

material that is focused on the learning goal as outlined by the teacher.

Learning contracts are a tool to help guide students in their independent study of an agreed on task or interest area. The contract between the teacher and student should specify: content, research strategies, resources to be used, products to be achieved, time span, assessment strategies, etc.

**HAMLET CONTRACT**

General Terms:

1. Each student will select a contract commensurate with his or her abilities (in consultation with the teacher) by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. No one will be allowed to contract for less than a 70% grade.
2. The contract must be completed in order to receive the grade, and the mark may vary depending on the quality of work demonstrated. The grade noted is the max. mark that you will receive for accurate, neat, and complete work. A lesser grade will be received if substandard work is handed in.
3. All students must have the contract completed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and may be asked to hand in parts of it by certain deadlines prior to the final date.
4. Contract levels:
   1. All contracts must include Section I in addition to other combinations to a min. of 70%.

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I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ do hereby contract for a max. grade of \_\_\_\_\_\_\_\_\_ % for the Hamlet contract. I will complete the contract to the best of my ability and hand in all portions of the contract by the deadlines. I have selected the following sections to complete:

Section I and:

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Contractor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Section I** – group work (max. 50%)

After each act, in your discussion groups, complete neatly in your notebooks:

* Point form scene summaries for each scene in the play.
* The discussion questions.
* The quotations by:
  + Naming the speaker and the one to who the lines are spoken
  + Explaining the quotation, including what prompted the quotation (meaning and circumstance)
  + Stating the exact source – Act, scene, line
* Fill in a discussion group evaluation for each member of your group as you do each act.

Section II – Paraphrase any 2 of the soliloquies (max. 10%)

Section III – Memory Work (max. 10%)

* Commit to memory one of the soliloquies and recite it

Section IV – Literary essay – individual work (max. 15%)

* Choose one of the topics on the accompanying sheet and develop into a formal literary essay of approximately 800 – 1000 words.

Section V – individual/group work (max 15%). Choose one activity:

* Do a performance (music item, dramatization of a scene, dramatization of a soliloquy, poetry recitation, juggling, tumbling, or other clown act, etc.)
* Prepare a radio version of a scene including sound effects on tape
* Prepare a video of a scene
* Prepare and act out a scene theatrically (either an original version or modern adaptation)
* Prepare and tape (video) a series of news reports on the events in the play or interviews with the characters from the play as if events were happening now
* Prepare a comic strip version of events in the play (min. 2/act) but don’t make them the same as Shakespeare Goes to the Dogs!
* Construct a model of a Shakespearian theatre, as accurately as possible
* Design and create costumes for the main characters of the play (on Barbie dolls or puppets)
* Make a photo album of each of the main characters in the play, complete with drawings of the characters and a character sketch about each
* Create a bust of Shakespeare, or one of the main characters in the play out of clay, paper mache, etc.
* Create a trivia game about Shakespeare, Elizabethan theatre, play structure, Hamlet, etc.
* Create a mural depicting the use of the supernatural in the play
* Your own ideas: see me!

**Soliloquies to paraphrase in Hamlet:**

1. Act I, ii, 1 129 – 158 “o that is too solid flesh would melt . . .”
2. Act II, ii, 1 545 – 603 “O, what a rogue and peasant slave am I . . .”
3. Act III, ii, 1 379 – 390 “Tis now the very witching time of night . . .”
4. Act III, i, 1 57 – 91 “To be or not to be, that is the question . . .”
5. Act III, iii, 1 38 – 73 “O my offense is rank, it smells to heaven . . .” Claudius
6. Act III, iii 1 74 – 97 “Now might I do it pat, now he is praying . . .”
7. Act IV, iv, 1 31 – 65 “How all occasions do inform against us . . .”

**Hamlet Literary Essay Topics:**

Hamlet’s relationship with his father or mother

Hamlet’s relationship with Ophelia: A Love Match?

Horatio: the voice of reason

Satire in Hamlet

The corrupt court

Hamlet, slave to his emotions

Hamlet, the procrastinator

Poetic justice in Hamlet

Laertes & Fortinbras: Foils to Hamlet’s character

Friendship and loyalty

Obedience to elders

Comic elements in Hamlet

The nobility of Hamlet

Hamlet’s idealism

Polonius: a futile busybody

The concept of Kingship

The concept of Hamlet, the tragic hero

Gertrude’s shallowness

Hamlet’s fatalism

Ophelia’s madness

Compare Hamlet’s and Ophelia’s madness

The use of the supernatural

The use of double intrigue

The importance of the mousetrap

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Assigned: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Learning Contract**

Student's Responsibilities:

* To complete all tasks by the final due date
* To follow the directions
* To do high-quality work

Teacher's Responsibilities:

* To allow the student to choose the order in which the tasks are completed
* To provide timely assistance and feedback
* To assist in providing accurate resources

**Final Due Date** for All Tasks:

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Task 1: Vocabulary**

Student's Goal Date for Completion: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Actual Date of Completion: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

On your own paper:

* Select five vocabulary words that you are not familiar with
* Write each word and a definition for each word from a dictionary or glossary
* Find one place where the word is used in your text book. Write the sentence that includes the word. Be sure to include the page number on which you found it.
* Based on the dictionary definition and the way the word is used in the text, write a new definition in your own words.

**Task 2: Compare and Contrast**

Student's Goal Date for Completion: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Actual Date of Completion: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

On your own paper:

* Choose two people, ideas, or events from the topic - Create a chart or Venn diagram
* Identify and explain eight specific ways that the two people, ideas, or events are similar
* Identify and explain eight specific ways that the two people, ideas, or events were different
* Use at least three resources. Include a list of the resources used with your assignment

**Task 3: People**

Student's Goal Date for Completion: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Actual Date of Completion: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Choose one person important to the topic
* Use at least three resources to find at least five pieces of information about that person. Look for information not included in your text book.
* Present the information you found to the class by either creating a poster or preparing and giving a brief (2 minute) speech

**Task 4: Cause and Effect**

Student's Goal Date for Completion: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Actual Date of Completion: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

On your own paper:

* Select five events
* Write a brief (1-2 sentences) description of each event, in the order they happened. Leave space between each event for the next step.
  + You may organize the information as a list, as a timeline, or on a fish bone or cause-and-effect diagram
* Look at the first two events. Answer (2-3 sentences): How did the first event lead to or otherwise affect the second?
* Based on the dictionary definition and the way the word is used in the text, write a new definition in your own words.

**Task 5: Visual Image**

Student's Goal Date for Completion: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Actual Date of Completion: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Create a logo, diagram, or visual symbol that represents a specific event, idea, or other aspect of the topic
* Be able to explain how the image you create represents the topic
* The image must be unique, but may be computer-generated or hand-drawn
* The final image should be turned in on an 8 1/2 by 11sheet of white paper

**Reading - Novel Study Contract**

You will choose and complete assignments to earn a total of **15 points.**

, To earn the points you need you must:

* Follow the directions for each assignment - Work neatly
* Show detail and use examples/information from the book
* Use correct spelling and grammar
* DO YOUR BEST!

**1-POINT ACTIVITIES:**

a) Create a comic strip about your novel. Pick a scene from the book.

b) Write a one-page recommendation as to why the book should be read or not read. Be sure to give your reasons.

c) Write a one-page letter to the author telling him/her what you liked about his/her book and writing style.

d) Create a Venn diagram comparing yourself to one of the characters. e) Make a poster to advertise your novel.

f) Make a map to show the setting of your novel.

g) Create a poem about the main character. Illustrate the poem.

h) Create a character map of the main character. (See me for an example.)

i) Write a paper describing each of the following:

* the funniest part
* the saddest part
* the happiest part
* the most unbelievable part ~
* the most believable part

j) Write a newspaper article telling about the events in your novel. Answer Who? What? Where? When? Why?

k) Make a shoebox diorama showing a scene from your novel.

I) Take the Accelerated Reader test.

m) Create a one-point project of your own. (Must be pre-approved by teacher.)

**2-POINT ACTIVITIES:**

n) Make a mobile with at least 5 people/places from your novel. Be sure to explain each piece.

o) Make a timeline of at least 10 events from the story. Illustrate.

p) Create another character for the story. What would this person be like? Tell how the story would change because of this character.

q) Create a story map of your novel.

r) Create a collage that celebrates your novel. Use pictures, words & phrases to depict the main theme of the book.

s) Create a board game about your novel. Make cards that deal with information from the book.

t) Create a two-point project of your own. (Must be pre-approved by the teacher.)

**3-POINT ACTIVITIES:**

u) Imagine you are the main character. Keep a diary account of the daily events in the story.

v) Write and perform a t.v. commercial to sell your novel. You may use a video. (3 minutes)

w) Write an additional. chapter that tells what happens next after your novel ends.

x) Make a shoebox video with at least 10 scenes. See me for an example.

y) Create a three-point project on your own. (Must be pre-approved by the teacher.)

**Reading - Novel Study Contract**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I have chosen to read the following novel: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I understand that I must complete the novel and assignments (totaling 15 points) by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I have chosen the following activities: Points:

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Student's signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher's signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

